



THE EARLY CHILDHOOD TEACHER RESOURCE VIDEO COLLECTION

**Training Videotapes
for Teachers of
Young Children**

**from the
SOUTH CAROLINA STATE LIBRARY**

**The South Carolina State Library,
1500 Senate Street, PO Box 11469, Columbia, SC 29211
2001**

Introduction

What is the Early Childhood Teacher Resource Video Collection?

The Early Childhood Teacher Resource Video Collection is a collection of videotapes on early childhood development and education. The South Carolina State Library has purchased many of the videotapes in this catalog to help child care staff and others working with young children to learn about child development, curriculum and other topics. In addition, the South Carolina Educational Television Network has provided some of the videotapes to the State Library.

The collection is designed to help child care center staff and other teachers of young children learn about how to best help children learn and grow. Many of these videotapes can be used to meet state requirements for annual training hours. Some items are more useful for parents and parent groups.

How to Borrow Videotapes in this Online Catalog

The videotapes in this catalog can be borrowed through the interlibrary loan network. Public libraries will borrow these materials from the State Library and check them out to you. Other libraries with interlibrary loan privileges such as colleges, university and technical colleges can also borrow these materials for their students and faculty. **The State Library does not loan materials directly to individuals (unless they are a state employee), child care centers, or other groups.**

Each part of a series is a separate videotape and must be requested by individual title, except where otherwise noted.

The Early Childhood Teacher Resource Book Collection

In addition to the video collection, the South Carolina State Library and public libraries across the state have worked together to provide collections of books for early childhood educators in every public library in South Carolina. A list of the books can be found at the end of this catalog. These books can be borrowed from public libraries and are not available at the State Library.

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TITLE LIST OF VIDEOTAPES

Active Parenting Discussion Program. 112 min. 1983. The active rather than reactive approach to parenting. *Call# 649.1 ACTI*

Active Parenting Series. 29 min. each. 1987. Designed to give parents insight into skills necessary for meeting the challenge of parenthood in today's world.

Part 1 – The Active Parent. The power struggle between parent and child. Analyzes three parenting styles. *Call# 649.1 ACTI*

Part 2 – Developing Responsibility: Discipline. A problem solving model for preparing children for responsible adulthood. *Call# 649.1 DEVE*

Part 3 – Winning Cooperation: Communication. Establishing effective communication with children, practicing five active communication skills, expressing love. *Call# 649.1 WINN*

Part 4 – Instilling Courage: Encouragement. Courage is an essential quality and discouragement the seat of misbehavior. Four key ways parents discourage children. *Call# 649.1 INST*

Part 5 - Understanding Children. How children develop, what shapes their personalities, what motivates their behavior. *Call# 649.1 UNDE*

Part 6 – Democratic Family in Action. Promoting cooperation and ensuring every voice is heard by using the family council method. *Call# 649.1 DEMO*

Advocates for Better Care Presents Come, Play with Me. 17 min. 1992. What parents should look for in choosing child care. *Call# 362.712 ADVO*

Appropriate Curriculum for Young Children: The Role of the Teacher. 28 min. 1988. Effective teachers extend learning through a variety of experiences. Concrete experiences and guiding children's exploration and learning are examples of developmentally appropriate curriculum. This shows how to plan curriculum taking into account each child's developmental level, space for learning, and what the teacher wants children to accomplish. *Call # 372.21 APPR*

Art of Storytelling Series. 3 parts, 30 min each. 1988. Augusta Baker, former Storyteller in Residence for the University of South Carolina shares the importance of stories in the lives of children. *Call# 372.642 ARTO*

Part 1 – The Art of Storytelling

Part 2 – The Picture Book

Part 3 - Folktales

Attention Disorders: The School's Vital Role. 1989. 2 videos in one package. Borrow as a set. *Call# 371.93 COPE*

Part 1 – Understanding Attention Disorders: Preschool to Adulthood. 42 min. Overview of causes, characteristics, school-related issues, and multimodal treatment interventions.

Part 2 – The School's Role in AHDD/ADD. 77 min. Discusses the teacher's role, legal requirements, and effective teaching methods and classroom management strategies. Includes manual.

Babynet. 50 min. 1990. Explanation of Babynet, South Carolina's program for developmentally delayed and disabled children. *Call# 362.7 BABY*

Bettye Caldwell: What is Quality Child Care? 53 min. 1983. Explains the elements of high quality care and the importance of professional training for teachers. *Call# 362.712 BETT*

Black Parenting. 30 min. 1990. Rearing African American children from infancy through preschool. *Call# 649.1 BLAC*

Block Play: Constructing Realities. 20 min. 1993. Discusses its importance in development, stages of block play, and its link to science, art, and reading readiness. *Call# 155.418 BLOC*

Born to Read: Tips for Reading to Your Baby. 7 min. 1995. Shows how to read to babies. *Call# 372.4 BORN*

Born to Succeed. 12 min. 1996. Young parents share their experiences of reading with their babies and how it has influenced their family. *Call# 028.5 BORN*

Building Bridges to Kindergarten: Transition Planning for Children. 15 min. 1998. Explores the importance of working with schools to ease the transition from child care to school. Child care centers can provide a portfolio about the child, take children on a field trip to a school, and other activities to insure that children become more comfortable with the change. *Call # 372.21 SLAT*

Building Quality Child Care Series. 1980. A look at basic elements of a quality program emphasizing teacher/child learning and quality relationships.

Part 1 - An Overview. 25 min. Practical ideas for developing quality programs. *Call# 362.712 OVER*

Part 2 - Relationships. 15 min. The importance of teacher/child and parent/teacher/child relationships in the learning process. *Call# 362.712 RELA*

Part 3 - Independence. 20 min. Shows strategies, settings, and examples of interactions to develop independence, competence, and trust. *Call# 362.712 INDE*

Part 4 - Health and Safety. 20 min. How to make a center safe and healthy for children. *Call# 362.712 HEAL*

Burton White: Babies and Child Care, What To Do. 47 min. 1984. Discusses structuring lives of infants and young children to enhance development of language, intelligence, curiosity, and social skills. *Call# 649.12 BURT*

Calico Pie Series. 16 videos, 30 min each. 1983. Introduction to curriculum activities and basic child development.

Part 1 – Language: Stories with Young Children. *Call# 372.6 LANG*

Part 2 – Language: Puppets for Young Children. *Call# 372.6 LANG*

Part 3 – Art, Children’s Development. *Call# 372.5 ARTC*

Part 4 – Art, the Teacher’s Role. *Call# 372.5 ART*

Part 5 – Music. *Call# 372.87 MUSI*

Part 6 – Movement. *Call# 152.3 MOVE*

Part 7 – Math: Numbers, Numbers Everywhere. *Call# 372.7 MATH*

Part 8 – Math: More than Numbers. *Call# 372.7 MATH*

Part 9 – Science: So Many Things to Know About. *Call# 372.3 SCIE*

Part 10 – Food Experiences with Young Children. *Call# 372.37 FOOD*

Part 11 – Social Studies Through Dramatic Play. *Call# 372.83 SOC*

Part 12 – Materials and All That Stuff. *Call# 371.209 MAT*

Part 13 – Guiding Children’s Behavior. *Call# 155.418 GUID*

Part 14 – Needs of Young Children. *Call# 371.3078 NEED*

Part 15 – Room Arrangement – Scheduling – Planning: Getting It All Together.
Call# 372.124 RMAR

Part 16 – Outdoor Learning. *Call# 371.38 OUTD*

Caring and Learning. 23 min. 1991. Four different family child care home providers use the activities described in *The Creative Curriculum* book to help children learn and grow. This allows viewers to see quality child care homes in action. A user’s guide suggests ways for leading discussions and conducting workshops based on the videotape. *Call# 362.712 CARI*

Caring for Children: An Introduction to the Child Care Profession. 30 min. each. 1991. Placing equal emphasis on center-based and family child care settings, this series examines ideas that have worked in promoting physical, intellectual, social and emotional development of young children. The programs feature teachers and children interacting naturally. Lessons are reinforced through interviews with teachers, care providers, administrators, parents, and child care specialists. Request by individual videotape.

Part 1 – Becoming a Teacher of Young Children. Identifies traits and characteristics of successful child care teachers, their roles and responsibilities, and the knowledge and skills needed for success. *Call# 362.712 BECO*

Part 2 – Caring for Infants in Child Care Homes and Centers. Examines the importance of involving and communicating with parents. Shows strategies for easing arrivals time and promoting language development. *Call# 362.712 CARI*

Part 3 – Caring for Toddlers in Child Care Homes and Centers. Demonstrates how to promote self-help skills and shows the value of both sensory experiences, such as water and sand play, and open-ended art experiences. *Call# 362.712 CARI*

Part 4 – Caring for Preschoolers in Child Care Homes and Centers. Identifies the elements of quality preschool programs. Demonstrates developmentally appropriate practices and integrated curriculum methods. *Call# 362.712 CARI*

Part 5 – Caring for School-Agers in Child Care Homes and Centers. Shows what school-age children want and need from a child care program. *Call# 362.712 CARI*

Part 6 – Caring for Mixed-Aged Groups in Child Care Homes and Centers. Considers benefits of mixed-age care, shows appropriate environment, and activities that accommodate needs of all ages. *Call# 362.712 CARI*

Part 7 – Preparing Environments for Children in Child Care Homes and Centers. Shows elements of an appropriate environment for children. Describes how to adapt homes for family child care. *Call# 362.712 PREP*

Part 8 – Promoting Health, Safety, and Nutrition. Discusses health and safety strategies, practices, and procedures including anticipation of problems and the need for good supervision. *Call# 362.172 PROM*

Part 9 – Enhancing Self-Esteem and Respecting Diversity. Shows how to foster good self-esteem, respect and acceptance of diversity. *Call# 362.712 ENHA*

Part 10 – Developing Effective Teaching Techniques and Strategies. Demonstrates how everyday activities can promote learning and interaction and examines the benefits of giving children the freedom to explore and discover. *Call# 362.172 DEVE*

Part 11 – Building a Partnership with Parents. Discusses what parents want and need from caregivers and shows how to promote parent involvement. *Call# 362.172 BUIL*

Part 12 – Becoming a Child Care Professional. Shows what it means to be in business as a professional child care provider. Suggests ways to stay current and continue one's education and development. *Call# 362.172 BECO*

Caring for Infants and Toddlers: A Discussion with Bettye Caldwell. 15 min. 1985. Caldwell discusses developmental needs of infants and toddlers as well as training needs for caregivers. *Call# 649.122 CARI*

Caring for Our Children. 1995. This series focuses on health and safety issues relating to child care. The book, *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, contains sample forms and handouts for training and is also available from the State Library.

Part 1 – Standards and You. 25 min. Discusses caregivers and their needs, staff and program evaluation, immunization. *Call# 362.712 STAN*

Part 2 – Basic Caregiving. 32 min. Focuses on safety in the child care center including supervision for safety, food preparation, feeding of infants, diapering and hand washing. *Call# 362.712 BASI*

Part 3 – Ready for Everything. 27 min. Demonstrates proper emergency planning and response for centers and family child care homes. Describes safe transportation for children, preparation of disinfecting bleach solution, and forms of child abuse and reporting obligations. *Call# 362.712 READ*

Part 4 – Setting Up for Healthy and Safe Care. 40 min. Shows how to make sure a facility is physically safe including furniture, toys and storage of toxic materials. Discusses playground safety including location, selection and placement of playground equipment, and impact absorbing materials. *Call# 362.712 SETT*

Part 5 – Keeping It in Shape. 25 min. Describes maintenance schedules and safety checklists. Demonstrates how to spot potential hazards and explains the contents of a good first aid kit. *Call# 362.712 KEEP*

Part 6 – Illness in Child Care. 27 min. Describes planning and communications when dealing with an ill child, showing proper procedures for administering medication and informing parents. Provides concrete examples of when a child should be excluded from child care during illnesses. *Call# 362.712 ILLN*

Caring for Pretty Special Children. 90 min. 1987. A six part program on one tape to train child care workers and teachers in identifying and caring for abused and neglected children. *Call# 362.768 CARI*

Part 1 - Overview.

Part 2 - Children Who are Abused: Why They Act the Way They Do.

Part 3 - Guiding Special Children in a Group.

Part 4 - Professional Behavior.

Part 5 - Indicators of Child Abuse and Neglect.

Part 6 - Working with the Parents of Special Children.

Celebrating Early Childhood Teachers. 18 min. 1986. Qualities of early childhood employees, children's and parent's needs. *Call# 372.21 CELE*

Child Care and Children with Special Needs. 2 videos. 2000. Designed for use as training tool for program directors and caregivers.

Part 1. 22 min. Inclusion works -- Explains how the Americans with Disabilities Act applies to child care programs and documents the experiences of four families and programs that are currently making inclusion work. *Call# 362.4 CHIL*

Part 2. 30 min. Working together to include everyone--Demonstrates how families and programs can interact with special service providers to insure that children with disabilities receive the best possible care.

Child Sexual Abuse Series. 1994. Demonstrates ways to teach safety and prevention skills for different ages.

Part 1 - A Program for Parents. 90 min. Also appropriate for teachers and other adults. Previews others in series and shows extent of problem, its many forms. *Call# 649.65 PROG*

Part 2 - A Program for Grades K-3. 27 min. A rape relief director talks with children about good and bad touching. Uses storytelling and what-if techniques. *Call# 649.65 PROG*

Part 3 - A Program for Grades 4-7. 30 min. Same as Part 2 but directed at older children. *Call# 649.65 PROG*

Part 4 - No Easy Answers: Grades 7-12. 58 min. Vignettes exploring various types of sexual abuse with commentary and discussion. *Call# 649.65 NOEA*

Part 5 - Prevention of Child Sexual Abuse and Assault. 60 min. A program for senior high students. *Call# 649.65 PREV*

Connecting Worlds: Parents and Teachers. 27 min. each. 1995, 1997. Produced at SC ETV's on-site child care center, The Children's Place, this series focuses on the link between parents and their children's caregivers in creating positive experiences for children. Although primarily aimed at parents, the tapes contain information and examples of ways of working with children in child care settings that could be beneficial to child care center staffs. These do not need to be viewed in any particular order.

Part 1 – Beyond Once Upon a Time. Explains the importance of books and storytelling in the lives of young children and encourages parents and caregivers to read and use books with young children. *Call# 372.64 BEYO*

Part 2 – Transitions: Bridging Gaps. Shows how adults can help children successfully transition from one situation to another. Stresses the importance of telling children what will be happening and of establishing routines. *Call# 649.1 TRAN*

Part 3 – Choosing Child Care: The Good, the Bad and the Ugly. Looks at the status of child care today and gives suggestions on what parents should consider when choosing child care. *Call# 362.712 CHOO*

Part 4 – Conflict: Solution and Resolution. Discusses how parents can help their children develop self-control and resolve conflicts. Techniques are also shown being used in a child care setting. *Call# 649.64 CONF*

Part 5 – Connecting Generations. Relationships between older and younger generations strengthen families and are very important in children's lives. *Call# 306.87 CONN*

Part 6 – Creating Healthy Eating Habits. Looks at how parents and child care centers can help young children establish good eating habits by gradually introducing new foods and teaching and modeling good nutrition. *Call# 649.3 CREA*

Part 7 – Holidays with Young Children. This episode looks at various aspects of holidays from the perspective of families and professionals. It suggests that families and child care centers should incorporate holidays into regular activities rather than allowing holidays to drive the entire program. *Call# 394.26 HOLI*

Part 8 – Kindergartners: Ready or Not, Here They Come. Shows how parents can help their five-year-olds become more independent and ready for school. Discusses how child care teachers and parents can provide appropriate learning experiences to help children be ready for school. *Call# 372.218 KIND*

Part 9 – Men in Children's Lives. Men are involved in children's lives today in many ways both at home and in child care. Men have a different way of interacting with children and children need both male and female role models. *Call# 306.8742 MENI*

Part 10 – Partnerships in Parenting. This episode looks at how communities can support and strengthen families through collaborative partnerships involving parents, churches, social agencies, schools, and others. *Call# 305.231 PART*

Part 11 – What Children Tell Us. All people involved with children may be important in identifying and meeting a child's special needs. Provides some examples of how a child care program can incorporate special needs children into the regular program. *Call# 371.9 WHAT*

Part 12 – Caring Places for Young Children. Explains what parents should look for in selecting a child care center focusing on both characteristics of the physical environment and of the teacher/caregiver. Stresses that parents need to select a place that will both nurture the child and help the child to grow emotionally, socially, and cognitively. *Call# Ed8368 2.C16-4*

Part 13 – Caring for Infants and Toddlers. In just two short years, a child grows from total dependence to emerging independence. Finding affordable, quality infant and toddler child care can be stressful for families with very young children. This program examines some elements of infant and toddler care: adjusting to a child care setting, primary caregivers, communication with parents, and the transition to toddlerhood. *Call# Ed8368 2.C16-3*

Part 14 – The Terrific Twos. Two-year-olds are at an in-between stage - no longer babies who are totally dependent on adults to meet their every need, but not yet preschoolers who are independent and capable of doing many things for themselves. It is the adult's responsibility to encourage that growth toward independence in all areas from play to toileting. *Call# Ed8368 2.T85*

Creative Curriculum. 37 min. 1988. Demonstrates what a quality, developmentally appropriate program should look like by showing how teachers set the stage for learning and interact with children in different interest areas. The book, *A Guide for Supervisors and Trainers on Implementing the Creative Curriculum*, is also available from the State Library. *Call# 372.19 CREA*

Creative Representation. 40 min. 1999. This High/Scope production focuses on key experiences in creative representation for young children: recognizing objects; using the five senses; imitating actions and sounds; relating models, pictures, and photographs to real places and things; pretending and role-playing; making models out of clay, blocks and other materials; and drawing and painting. Viewers will see clear demonstrations of appropriate activities and teacher-child interactions. Includes booklet and viewer guide. *Call # 370.157 CREA*

Culture and Education of Young Children: A Discussion with Carol Phillips. 17 min. 1985. Recognizing cultural diversity and using it to enhance learning. *Call# 370.196 CULT*

Curriculum for Preschool and Kindergarten: A Discussion with Lillian Katz. 15 min. 1985. What is appropriate for four and five year olds. *Call# 372.19 CURR*

Developing the Young Bilingual Learner. 21 min. 199(?) Many children enter early childhood programs speaking languages other than English. This video explores the importance of supporting children's home language as well as helping them learn English. It gives strategies to help young children become bilingual learners. *Call # 370.1175 DEVE*

Developmentally Appropriate Practice: Children Ages Birth through Five Years. 27 min. 1987. Demonstrates the play approach to instruction, fitting activities to age and individual needs. *Call# 155.418 DEVE*

Developmentally Appropriate Practice Series

Part 1 - Discipline: Guidance Techniques for Young Children. 28 min. 1988. *Call# 649.64 DISC*

Part 2 - Curriculum: The Role of the Teacher. 28 min. 1988. *Call# 372.19 CURR*

Part 3 - Partnerships with Parents. 28 min. 1988. *Call# 371.103 PART*

Discipline: A Discussion with Jimmy Hymes. 17 min. 1985. Discusses age-related discipline focusing on children's learning, consideration of others and the teacher's thoughtful control of the class. *Call# 649.64 DISC*

Doing a Self-study: Why and How. 30 min. 1986. Procedures to do the self study component of the NAEYC accreditation process. *Call# 371.204 DOIN*

Don't Call Me Old. 30 min. 1987. Senior citizens working with young children in a Dorchester County child care center. *Call# 362.712 DONT*

Early Childhood Program: A Place to Learn and Grow Series.

Part 1 – Overview. 9 min. 1996. An overview of all the tapes, this video encourages viewers to look more deeply into elements of excellent early childhood education. *Call # 372.21 OVER*

Part 2 - Child Growth and Development: Nurturing Growth. 31 min. 1996. Examines how early childhood programs incorporate all the developmental domains and how teachers plan for the interaction of these domains. *Call# 305.231 CHIL*

Part 3 - Learning Environments: Places To Grow. 27 min. 1996. Focuses on the importance of the classroom environment, how the room is arranged, organization of space, scheduling of time, types of materials and equipment, and how adults interact with children. *Call# 371.621 LEAR*

Part 4 - Play: The Seed of Learning. 28 min. 1996. Examines the role of play in the classroom, how children use play to better understand the world, how play evolves as children acquire social competence, how teachers can support children's play, using play as a means for assessing children's abilities. *Call# 155.413 PLAY*

Part 5 – Integrated Curriculum: An Idea Blossoms. 32 min. 1996. Illustrates how three teachers successfully used an integrated curriculum to meet individual children's needs at many levels. *Call# 375.001 INTE*

Part 6 – Assessment: Charting Growth. 25 min. 1996. Covers strategies for assessing children: the profile of progress, the parent/teacher/child conference, and the early childhood assessment team. *Call# 371.26 ASSE*

Part 7 - Partnership with Families Cultivating Roots: 22 min. 1996. Focuses on fostering partnerships between families and schools and emphasizes communication, support, learning, teaching one another, child advocacy, and decision-making. *Call# 371.192 PART*

Part 8 - Leadership and Staff Development: Seeds of Change. 34 min. 1996. Explore ways to encourage professional development of teachers and other staff while implementing best practices. *Call# 371.1 LEAD*

Early Messages: Facilitating Language Development and Communication. 28 min.. Presents ten strategies to enhance language development and communication in infants and toddlers in a child care setting. These strategies are clearly demonstrated through child-caregiver interactions. *Call # 362.712 EARL*

Education of the Young Child: Past, Present and Future. 50 min. 1987. David Elkind describes how varying images of children affects early childhood programs. *Call# 372 ELKI*

Environments for Young Children: A Discussion with Elizabeth Prescott and Elizabeth Jones. 20 min. 1985. How environment can support the goals of the preschool classroom. Considers open and closed programs to teach either independence or dependence and how to add complexity to play activities. *Call# 362.712 ENVI*

Family Day Care Rating Scale. 26 min. 1993. Contains vignettes to practice scoring various *Family Day Care Rating Scale* item. Includes print materials for training. Note: The book, *Family Day Care Environment Rating Scale* is available at all county public libraries in South Carolina. *Call# 372.21 FAMI*

Finding Out: Incest and Family Sexual Abuse. 24 min. 1984. Role play of incest situations and discussion of how families deal with this occurrence. *Call# 306.877 FIND*

Footsteps Series. 32 parts, 30 min each. 1978. Dramatizations of family situations mixed with documentary explore alternative approaches to parenting.

Part 1 – The Sandburgs: Queen for a day. Children’s search for identity. *Call# 649.12 SAND*

Part 2 - No Comparison. Recognizing children’s individuality. *Call# 155.4 NOCO*

Part 3 - The First Signs of April. Importance of early sensory stimulation and physical security for learning and growth. *Call# 649.12 FIRS*

Part 4 - Two to Get Ready. Preparing for parenthood - emotions and adjustments. *Call# 618.2 TWOT*

Part 5 – Who is Sylvia? Children and television. *Call# 791.45 WHOI*

Part 6 – And We Were Sad, Remember? The Sandburgs. Dealing with death. *Call# 155.937 ANDW*

Part 7 - Love Me and Leave Me. Attachment's role in development of trust and independence. *Call# 649.122 LOVE*

Part 8 – Spare the Rod. Different styles of discipline within a family cause conflict. Suggests appropriate ways to help a child gain self control. *Call# 649.64 SPAR*

Part 9 – What's Cooking? Encouraging good eating habits. *Call# 649.3 WHAT*

Part 10 – True Blue. What children learn from play and fantasy. *Call# 155.418 TRUE*

Part 11 – I Love You When You're Good. Children need to be loved unconditionally. *Call# 306.874 ILOV*

Part 12 - The Secret of Little Ned. Listening to children requires listening between the lines. *Call# 158.2 SECR*

Part 13 – Tightrope. Striking a balance between over permissiveness and over protectiveness. *Call# 649.1 TIGH*

Part 14 - New Kid on the Block. How parents can help children develop social skills. *Call# 155.413 NEWK*

Part 15 - The Scratching Pole. How to interpret behavior in terms of development and build on children's desires to grow up. *Call# 649.12 SCRA*

Part 16 – Hairy Scary. Why children become afraid, how parents can help. *Call# 155.412 HAIR*

Part 17 – There Comes a Time. Societal support for parenting. *Call# 649.1 THER*

Part 18 - Stacking the Deck. Developing competence in children. *Call# 649.1 STAC*

Part 19 - Christinitas. How parents can support children's imaginative growth and creativity. *Call# 370.157 CHRI*

Part 20 – I'll Dance at Your Wedding. The disabled child – kinds of disabilities, sources of help. *Call# 362.4 ILLD*

Part 21 – Act Two: The Marshalls. Stepfamilies – preparing children for merging families. *Call# 306.874 ACTT*

Part 22 - Tangled Webs. Handling problem behavior using lying as an example. *Call# 177.3 TANG*

Part 23 – The Sandburgs: Double Exposure. Teaching values by consistency. *Call# 649.1 SAND*

Part 24 – From A to Zach: The Rileys. Preparing children for school. *Call# 372.21 FROM*

Part 25 – On the Brink. Why some parents abuse children, sources of help. *Call# 362.768 ONTH*

Part 26 - If You Knew April. Parents know their own children and should share their knowledge with child specialists. *Call# 155.4 IFYO*

Part 27 – The Tristeros: Pre-op. Illness and hospital visits. *Call# 362.11 TRIS*

Part 28 - War and Peace. Sibling rivalry. *Call# 649.143 WARA*

Part 29 – On Our Own. Teaching children responsibility. *Call# 649.1 ONOU*

Part 30 - Pals? Peer group pressure. *Call# 158.25 PALS*

From the Crib to the Classroom. 12 min. 1990. Shows it is never too early for families to start using books. Includes tips on helping children learn. *Call# 372.4 FROM*

Guidance and Discipline Series

Part 1 - Teacher/Child Interaction. 40 min. 1993. How to use positive guidance to develop self-esteem and self-discipline. *Call# 371.02 GUID*

Part 2 - Curriculum. 35 min. 1993. Relationship of curriculum to discipline. *Call# 372.19 GUID*

Part 3 - Learning Environment. 36 min. 1993. Classroom input and program management. *Call# 371.102 GUID*

Helping Young Children Learn to Relax. 30 min. 1984. Demonstration of exercises that can help a young child to relax. *Call# 613.704 ROSS*

Holly and Jolly the Safety Clowns. 12 min. 1980. Two mimes illustrate the importance of seat belts to young children. *Call# 363.125 HOLL*

How Caring Relationships Support Self-Regulation. 68 min. 1999.

By learning self-regulation skills, children are able to control their behavior and actions. This videotape relates self-regulation to child development and brain research. It shows children at different ages developing self-regulatory skills through interaction with caregivers. Includes a well-organized video guide, which provides a step-by-step guide to using the videotape for training. *Call # 649.64 HOWC*

How Children Learn. 23 min. 1997. Uses colorful animation illustrating brain development and simple narration to introduce viewers to cognitive theory of how children learn, drawing on the work of Erik Erikson, Jean Piaget, and Lev Vygotsky. *Call# 370.15 HOWC*

How to Start a Family Day Care. 49 min. 1990. Explains how to start and run a day care center for preschool children. *Call# 362.712 HOWT*

How Young Children Learn to Think: A Discussion with Constance Kamii. 19 min. 1985. Discusses how children learn number concepts and thought and explains Piaget's theory of children's learning. *Call# 155.413 HOWC*

In Our Hands. 13 min. 1997. Discusses four essential characteristics of quality infant care—a close, caring relationship with a caregiver, assurance of health and safety, strong relationship between the caregiver and the family, and caregivers who understand infant development and are responsive to infants' needs—characteristics that are often not present in infant care. (Child Care Video Magazine). *Call # 362.712 INOU*

Indiana Steps Ahead Child Care Collection (Selected Titles Also Available in Spanish) 28 min each. This series depicts key aspects of high-quality child care programs, covers the full age range from infancy through school age, and demonstrates inclusion of children with special needs.

Before and After School—Creative Experiences 30 min. 1993. School-age children can experience the responsibilities of independence within safe environments and with the support of caring and helpful adults. *Call # 362.712 BEFO. Also available in Spanish: Experiencias Creativas Para Antes y Después de la Escuela Call # 362.712 EXPE*

Child Care Administration: Tying It All Together. 30 min. 1994. The key areas of administration are framed in terms of how each stems from the program's core mission--central in tying together a well-directed, developmentally appropriate program. *Call # 362.712 CHIL*

Cooing, Crying, Cuddling: Infant Brain Development. 30 min. 1998. Explores the fascinating process of brain development during the first fifteen

months of life. Understanding how to stimulate this process can help to "build a better brain." *Call # 362.712 COOL*

Daily Dilemmas: Coping with Challenges. 1997. Offers specific techniques to help ease challenges such as transition times, arrival/departure, naptime, washing/toileting, when children must move as a group, or when a toddler bites. *Call# 362.7 DAIL.*

Designing Developmentally Appropriate Days. 30 min. 1994. Fundamentals of developmentally appropriate practice for all children are demonstrated. *Call# 362.712 DESI Also available in Spanish: Planeando Días Apropriados para del Desarrollo Call # 362.712 PLAN*

Dramatic Play: More Than Playing House. 1997. Learn the benefits of dramatic and sociodramatic play for children's development and across the curriculum. *Call# 649.5 DRAM Also available in Spanish: El Juego Dramático: Más que Jugar a las Casitas Call # 649.5 JUEG*

Exploring Science and Nature. 1995. Exploration is an appropriate way to introduce these concepts to young children. Looks at learning processes, observation, classification, comparison, communication, inference, and prediction), using numbers, measurement, space/time relationships, nature appreciation, and taking field trips. *Call# 372.357 EXPL Also available in Spanish: Explorando la Ciencia y la Naturalesa.*

Far Ago and Long Away: Innovative Storytelling. 30 min. 1999. Discusses how storytelling contributes to language development, reading and language comprehension, development of the imagination as well as the helping children look at a variety of solutions. It shows the steps in learning how to tell stories effectively. *Call # 362/677 FARA*

First Moves: Welcoming a Child to a New Caregiving Setting. 27 min. 1986. Illustrates some practical steps that child care providers can take in introducing a child to a new setting and easing the trauma of separation from parents. *Call # 363.712 FIRS*

Food for Thought: Nutrition and Children. 1996. Attention is given to children's dietary needs, food preparation and sanitation, as well as the social experience of mealtime. *Call# 613.2 FOOD*

Language and Literacy. 60 min. 2000. Learning to use language in all its forms is one of the most important areas of development for preschoolers. To develop their language abilities to the fullest, preschoolers need six key experiences in both spoken and written language. Providing these experiences will help preschoolers expand their conversational abilities and encourage them to discover the usefulness and fun of the written word. *Call # 3626. LANG*

Laughing, Learning, Loving: Toddler Brain Development. 30 min. 1998. The toddler's brain is two-and-a-half times more active than the adult brain, making this a very important stage of development. This overview of toddler development will help adults understand the reasons for toddler behavior and actions. It discusses the importance of what the children sees, hears, and touches in brain development, the need for active participation in learning, and why it is important to give toddlers choices in activities throughout the day. *Call # 155.42 LAUG*

Make a Difference: Report Child Abuse and Neglect. 30 min. 1996. Professionals share information regarding what to do if abuse is suspected, the indicators of abuse/neglect, and the tremendous impact on society. *Call# 362.71 MAKE. Now also available in Spanish: Haga la Diferencia! Reporte el Abuso y Negligencia del Niño. Call # 362.71 MAKE*

New Games for a Child Care Setting. 30 min. 1997. Tired of Duck, Duck, Goose? Emphasizing the benefits of active play for young children, this program suggests several new, simple games that offer enjoyable, noncompetitive physical activity and build skills for preschoolers and school-age children. *Call #362.712 NEWG Also available in Spanish: Juegos Nuevos Para los Centros de Cuidados de' Niño. Call # 362.712 JUEG*

Painting a Positive Picture: Proactive Behavior Management. 1994. This video shows how adults help children manage their behavior in an encouraging, nurturing, and positive manner while supporting each child's self-esteem. *Call# 649.64 PAIN Also available in Spanish: Pintando un Cuadro Positivo: El Manejo de Miento. Call # 649.64 PINT*

Quality Family Child Care. 1993. Issues and information about this growing profession are discussed openly with parents and family child care providers. *Call# 362.712 QUAL Also available in Spanish: Cuidado de Calidad para los Niños. Call #362.712 CUID*

A Reason to Care: Corporate Support of Community Child Care. 1996. This program describes various ways businesses can support delivery of high-quality child care in their communities. *Call# 362.712 REAS*

Structured Play: Gross Motor Activities for Every Day. 1995. Gross-motor play is an important contributor to each child's development and can be incorporated throughout the day. *Call# 649.5 STRU*

Teaching the Whole Child in the Kindergarten. 27 min. 1991. Observes two kindergarten classes in Hawaii, one in a private school, one in an inner city public school and shows elements of developmentally appropriate teaching, curriculum and assessment. Stresses the importance of creating an atmosphere that leads to

children wanting to learn that carries over into grade school and beyond. *Call # 372.218 TEAC*

Variety is the Spice: Early Childhood Intervention in Natural Environments. 1996. Demonstrates how inclusion of young children with disabilities or special learning needs benefits all children and families. *Call# 371.91 VARI*

Welcoming All Children: Inclusive Child Care. 30 min. 1999. Good quality child care environments include children with special needs. This video discusses how to develop and implement an inclusive early childhood setting and provides strategies and techniques to ensure that your center or home truly welcomes all children. *Call #371.90472 TEAC*

Infant Curriculum: Great Explorations. 20 min. 1993. Explains that infants need a curriculum rich in sensory experiences in a safe, inviting, and caring environment. Shows how to arrange space and materials to encourage child-initiated exploration. *Call# 372.19 INFA*

Initiative and Social Relations. 40 min. 2002. This High/Scope production shows teachers of young children how to recognize and encourage key experiences in the area of initiative and social relations. It covers making and expressing choices and decisions, solving problems during play, taking care of one's own needs, expressing feelings in words, participating in group routines, being sensitive other's feelings, interests and needs, building relationships, creating and experiencing collaborative play and dealing with social conflict. *Call # 303*

Leading Edge. See Tools for Teaching.

Let's Take Children for a Safe Ride. 60 min. 1985. Teleconference on child safety restraints in automobiles with tapes of actual experiences. *Call# 363.125 LETS*

Little Beginnings: the First Five Years. 18 min. 1993. A basic introduction to how parents can help their children grow and develop from birth to age five so that they will be ready and eager for school. *Call# 155.413 LITT*

Living and Teaching Nutrition. 36 min. 1983. Nutrition education activities. *Call# 641.1 LIVI*

Making Friends with Books. 25 min. 1989. Techniques for parents and children to use in sharing reading together. *Call# 372.4 MAKI*

Men: Caring for Young Children. 30 min. 1993. Discusses the importance of men as teachers in early childhood classrooms both as positive role models and for their different viewpoints and approaches. *Call # 363.712 MEN*

Message from Loris Malaguzzi. 64 min. 1994. An interview with Loris Malaguzzi made shortly before his death. He talks about the philosophy of education used in his schools in Reggio, Italy. He believed that programs should be child-driven, that children have the ability to predict and find solutions, and that adults should intervene in this process as little as possible, only setting up situations that facilitate the work of young children. *Call# 370.152 MESS*

Mister Rogers Talks to Parents Series

Part 1 - Mister Rogers Talks to Parents about Competition. 60 min. 1988. Discusses what competition means and the deep feelings it can create. *Call# 302.14 MIST*

Part 2 - Mister Rogers Talks to Parents about Day Care. 30 min. 1988. Adjustment of parent and children, available options, what to look for, comparison of home and center based care. *Call# 649.108 MIST*

Part 3 - Mister Rogers Talks to Parents about Discipline. 28 min. 1988. How much is too much, getting a child to understand why it is necessary, the child's response. *Call# 649.64 MIST*

Part 4 - Mister Rogers Talks to Parents about Divorce. 58 min. 1982. Problems divorce causes for children and their parents. *Call# 306.89 MIST*

Part 5 - Mister Rogers Talks to Parents about Make-Believe. 30 min. 1982. Encouraging creativity; the value of imaginative play. *Call# 155.418 MIST*

Part 6 - Mister Rogers Talks to Parents about Pets. 28 min. 1982. Benefits and problems with family pets. *Call# 636.088 MIST*

Part 7 - Mister Rogers Talks to Parents about School. 60 min. 1988. Children's expectations and attitudes. *Call# 371.81 MIST*

Music Across the Curriculum. 17 min. 1990. Shows examples of using music to support a child's total development. It can set the tone for activities, enrich every area of the curriculum and helps develop skills such as auditory discrimination and organizing information. *Call# 372.87 MUSI*

Music Play: Bah Bah, Bebop, Beethoven. 54 min. 1998. This tape shows how to use music without words as an effective learning activity in early childhood programs. It explains why teachers should introduce music to young children through rhythmic sounds, movement, and musical improvisation. It suggests how to use rhythm, chants and sounds in the preschool class and shows how to use music without words with young children to develop a basis for music education as well as the understanding of rhythm that is important to reading development. Made by SCETV. *Call #362.87 MUSI*

NAEYC's Position on Developmentally Appropriate Practice. 54 min. 1987. A panel discussion and critique. *Call# 372.21 NAEY*

New Room Arrangement as a Teaching Strategy. 16 min. 1991. Examines the impact of classroom arrangement and the display of materials on children. Tells how their behavior is affected and how they can be helped to learn important skills and concepts. *Call# 371.621 NEWR*

The Next Step: Including the Infant in the Curriculum. 22 min. Examines how infants' physical development, social relations, language development, and intellectual development are the foundation for developing the physical, social, language, pre-literacy, and pre-math skills they will need to succeed in school. The role of the caregiver is crucial to aid their journey to gain the social and intellectual competence they need to flourish and learn. *Call #362.712 NEXT*

No More Secrets. 13 min. 1981. Advises children what they can do when they have been sexually abused, warns them about guises of sexual abuse. *Call# 362.76 NOMO*

Nurturing Capability in Children. 30 min. 1990. Demonstration of four-year-old half day program showing teachers planning and implementing the program designed to develop self esteem, creativity, self discipline, and problem solving. *Call# 372.21 NURT*

Observing Young Children: Learning to Look, Looking to Learn. 28 min. 1995. Demonstrates how to observe children objectively to learn more about each individual child and the program as a whole. Based on observations, staff can measure children's progress, their acquisition of skills and make adjustments in the program to meet individual and group needs. *Call# 362.712 OBSE*

Operating the Family Day Care Home Series. 1988. Combines some theory with practical ideas and specific descriptions and directions for activities. Also useful for child care center staff training.

Part 1 – Creativity. 25 min. Creativity in planning ensures smooth running. *Call# 362.712 CREA*

Part 2 - Cognition in Children. 35 min. Development of cognitive skills - attention span, problem solving, synthesizing - in a day care setting. *Call# 362.712 COGN*

Part 3 – Language Skills. 22 min. Discusses skills involved in language development, how to encourage listening, speaking, writing and reading abilities, and gives suggestions for storytimes. *Call# 362.712 LANG*

Part 4 – Guiding Children’s Behavior. 31 min. How to provide an atmosphere for development of self control; set rules; utilize discipline that works. *Call# 362.712 GUID*

Part 5 – Self Esteem and Social Skills Development. 18 min. How to promote development of these skills. *Call# 362.712 SELF*

Part 6 – Techniques for Self Esteem and Social Skills Development. 18 min. Demonstrates specific useful techniques. *Call# 362.712 TECH*

Part 7 – Physical Development. 18 min. Identifies three types of physical development and suggests activities to help with development of large and small muscles. *Call# 362.712 PHYS*

Part 8 – Program Operation. 20 min. Business and record keeping, deductions, liability insurance. *Call# 362.712 PROG*

Part 9 – Communicating with Parents. 23 min. Communication is the basis for a good relationship. Discusses why written policies are important and how to make time for talking with parents. *Call# 362.712 COMM*

Part 10 – Providing a Safe, Healthy and Supportive Environment. 38 min. Stresses importance of handwashing and policies for sick children. Discusses hazards, safety measures vs. stifling the children. *Call# 362.712 PROV*

Part 11 – Nutrition. 30 min. Presents skills to develop correct nutritional development for children in a day care setting. *Call# 362.712 NUTR*

Parents Point of View Series. 30 min each. 1987. Practical advice for parents of children from birth through five.

Part 1 - For New Parents. Needs of new parents and infants; how early events affect later life. *Call# 649.122 FORN*

Part 2 – Your Child’s First School Experience. What to look for in the first school or day care. *Call# 372.2 YOUR*

Part 3 – Choosing Child Care. What to look for in a child care center. *Call# 362.71 CHOO*

Part 4 – Learning Through Play. Play as a foundation for learning. *Call# 155.418 LEAR*

Part 5 – Health and Nutrition. Providing the best nutrition, setting a good example. *Call# 613 HEAL*

Part 6 – Changing Families. How the American family is Changing. *Call# 362.82 CHAN*

Part 7 – Childhood Safety. Making the Home Safe. *Call# 363.13 CHIL*

Part 8 – Children and Television. It's influence on children, using it positively. *Call# 302.2345 CHIL*

Part 9 – Children's Fears. Helping them Overcome Normal Fears and Stresses. *Call# 155.412 CHIL*

Part 10 – Children's Toys. Choosing Age Appropriate Toys That Stimulate Creativity. *Call# 155.418 CHIL*

Part 11 - Early Language. How Language Develops, How to Stimulate It and Spot Difficulties. *Call# 372.6 EARL*

Part 12 – Exploring Nature With Your Child. Rudy Mancke demonstrates what can be observed in the backyard. *Call# 372.357 EXPL*

Part 13 – Family Literacy. The important role of a reading environment and positive attitude in creating a desire to read. *Call# 372.6 FAMI*

Part 14 – Family Literacy II. Role of reading aloud, writing activities, and library use in reading readiness. *Call# 372.6 FAMI*

Part 15 – Making Everyday Events Special. Even a trip to the grocery store can be an enjoyable learning experience. *Call# 649.5 MAKI*

Partnerships with Parents. 28 min. 1988. How preschool teachers and parents can build a partnership in caring for the child. *Call# 371.103 PART*

Play and Learning. 18 min. 1985. Barbara Biber discusses why play is important and what children learn through play. *Call# 155.418 PLAY*

Playhouse. 60 min (2 tapes). 1989. Live actors and puppets bring young children messages about tobacco, drugs, and interpersonal relationships. *Call# 362.2 PLAY*

Problems Parents Face: Conversations with Dr. Lee Salk. 6 cassette tapes. 3 ½ hours. 1975. Common questions parents ask. *Call# 649 SALK*

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers Module I: Social-Emotional Growth and Socialization. Supplemental books: *A Guide to Social-Emotional Growth and Socialization*; and *Trainer's Manual, Module I:*

Social-Emotional Growth and Socialization. Both nooks are also available from the State Library. This series is closed captioned for the hearing impaired.

Part 1 – Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers. 26 min. 1990. Explores various temperamental styles of infants and toddlers. *Call# 155.422 FLEX*

Part 2 – Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers. 24 min. 1990. Presents steps caregivers can take to establish supportive, responsive relationships with infants and toddlers. *Call# 362.712 GETT*

Part 3 – First Moves: Welcoming a Child to a New Caregiving Setting. 27 min. 1986. Illustrates some practical steps that child care providers can take in introducing a child to a new setting and easing the trauma of separation from parents. *Call# 362.712 FIRS*

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers Module II: Group Care. Supplemental book: *Trainer's Manual, Module II, Group Care* also available from the State Library. This series is closed captioned for the hearing impaired.

Part 1 – Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups. 30 min. 1991. Discusses the need for infants and toddlers in group child care situations to have a continuing relationship with a few caring people in an intimate setting. *Call# 362.712 TOGE*

Part 2 – Space to Grow: Creating a Child Care Environment for Infants and Toddlers. 23 min. 1988. Discusses how infant/toddler areas should be arranged for health, safety, comfort, convenience, and flexibility to give young children opportunities for movement and choice in a child sized setting. NOTE: Supplemental book, *Infant/Toddler Caregiving: a Guide to Setting Up Environments*, is also available from the State Library. *Call# 362.712 SPAC*

Part 3 – It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers. 28 min. 1990. Addresses the need for caregivers to use feeding, napping, and diapering as opportunities to build close personal relationships with each child while attending to the child's physical, emotional, and other developmental needs. NOTE: Supplemental book, *Infant/Toddler Caregiver: a Guide to Routines*, is also available from the State Library. *Call# 362.712 ITSN*

Part 4 – Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care. 58 min. 1988. Gerber looks for caregivers sensitive to the infant and sees the child care environment through the eyes and experiences of infants. *Call# 362.712 RESP*

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers Module III: Learning and Development. Supplemental book, *Trainer's Manual, Module III, Learning and Development*, also available from the State Library. This series is closed captioned for the hearing impaired.

Part 1 – The Ages of Infancy: Caring for Young, Mobile, and Older Infants. 26 min. 1990. Presents ideas and guidelines on how to support infants as they move through stages of development. Supplemental book, *Infant Toddler Caregiving: A Guide to Language Development and Communication*, also available from the State Library. Call# 362.712 AGES

Part 2 – Discoveries of Infancy: Cognitive Development and Learning. 32 min. 1991. Explores the constant quest for knowledge by children in the first three years of life, concentrating on six major areas: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. Supplemental book, *A Guide to Cognitive Development and Learning*, also available from the State Library. Call# 362.712 DISC

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers Module IV: Culture, Family, and Providers. *The Trainer's Manual, Module IV, Culture, Family, and Providers* also available from the State Library. This series is closed captioned for the hearing impaired.

Part 1 – Essential Connections: Ten Keys to Culturally Sensitive Child Care. 36 in. 1993. Recommends ways to structure and run child care programs to strengthen children's connections with their families and their home culture. Supplemental book, *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*, also available from the State Library. Call# 362.712 ESSE

Part 2 – Protective Urges: Working with the Feelings of Parents and Caregivers. 27 min. 1996. Helps caregivers understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. Suggests that caregiver displays of competence, honesty and understanding can provide a base for family support. Supplemental book, *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents*, also available from the State Library. Call# 362.712 PROT

Promises for Parents: A Good Beginning for Children. 15 min. 1981. For first time parents. Discusses nutrition, health, safety, intellectual stimulation, social and emotional growth. Call# 649.12 PROM

Promoting Wholesome Sibling Relationships. 12 min. 1990. Why siblings fight; how to address and handle this conflict. Call# 306.875 PROM

Quality Child Care for School Age Children. 47 min. 1980. Elements that should be included in an afterschool program, models for planning and funding. *Call# 362.7 NEWM*

Rainbow Road Series. 30 min. 1982.

Part 1 – Overview. Surveys the various factors that make for a solid foundation in reading readiness. *Call# 372.6 RAIN*

Part 2 – Oral Language. Shows how parents can help their children develop oral or spoken language through riddles, games, and wordless books. *Call# 372.6 RAIN*

Part 3 - Written Language. Introducing written language and books through simple family activities. *Call# 372.6 RAIN*

Part 4 - Review. Relates oral and written language with the development of a background of information and experiences on the part of the young child. *Call# 372.6 RAIN*

Read Aloud Now. 13 min. 1991. Teaches how to choose books to read aloud to children and gives tips for reading to children. *Call# 372.4 READ*

Read to Me. 14 min. 1991. Reading to children is important in development of self-confidence and self-esteem, imagination, attention span, and higher levels of school success. *Call# 372.4 READ*

Read to Someone You Love. 9 min. 1989. Reading aloud promotes language development and a desire to learn to read. *Call# 028.5 READ*

Reading and Young Children: A Discussion With Jan McCarthy. 15 min. 1985. Reading to children, developing and recognizing reading readiness skills. *Call# 372.4 READ*

Reading and Young Children: A Practical Guide for Childcare Providers. 10 min. 1992. Stresses importance of books in child care centers. Demonstrates techniques for reading aloud. *Call# 372.4 READ*

Ready for Life. 60 min. 1999. By watching six infants and their families and begin to explore the world together, this video shows how to stimulate intellectual and emotional development and recognize the infant's signals. Stresses the crucial importance of the early months of life. Useful for staff and for programs for parents, this videotape provides good information about brain and other early developmental milestones. *Call # 649.122 READ*

Right from the Start. 60 min. 1983. Bonding and attachment between parent and child. *Call# 649.122 RIGH*

Safe Active Play. 34 min. 1997. This important video provides detailed, specific ways to reduce the incidence of serious injuries in both outdoor and indoor play areas. It covers safe surfaces as well as fall zones and provides guidelines to ensure safety. It also makes suggestions for safety for children with disabilities and discusses specific equipment not recommended for play areas. *Call #796.068 SAFE*

Safe Playgrounds. 13 min. 1998. Provides an overview of the importance of supervision, age appropriate design, falls to surfaces and equipment maintenance for playground safety. *Call# 363.147 SAFE*

Safe Surfacing. 15 min. 1999. Shows how playground safety is improved with the right surface and describes the various surfaces available today. *Call# 796.06 SAFE*

Save the Children. 40 min. 1985. Patricia Russell McCloud gives an inspiring address for all adults about what needs to be done to help children in our society. *Call# 362.7 SAVE*

Seeing Infants with New Eyes. 28 min. 1984. Examines child rearing philosophies of Magda Gerber and Emmi Pichler stressing the need to treat each infant as an individual. *Call# 649.122 SEEI*

Sensory Play: Constructing Realities. 18 min. 1994. Demonstrates how sensory exploration contributes to overall development, encourages independent thinking, and naturally supports individual learning styles. *Call# 370.155 SENS*

Setting Sail: An Emergent Curriculum Project. 19 min. 1997. Shows how one child care center took children's interest in a single topic – in this case, the sailing and sinking of the Titanic – and built it into a in-depth project that involved children exploring the subject through play, art, and other activities involving many areas of the curriculum. *Call# 372.21 SETT*

Sharing Books with Young Children. 25 min. 1986. Shows how to create and develop the love of books in preschool children. Discusses book illustration and narrative, storytelling and reading aloud skills as well as children's involvement in and comprehension of stories. *Call# 028.5 SHAR*

Stress Without Distress. 45 min. 1990. Lecture by Jayne Rodriguez at the South Carolina Association of Child Care Providers Conference. *Call# 158.7 RODR*

Teaching Infants and Toddlers. 78 min. 2 videotapes. 1978. Tape 1 - One to eleven months. Tape 2 - Twelve to twenty-nine months. *Call# 649.122 TEAC*

Ten Things Every Child Needs for the Best Start in Life! 60 min. 1999. Shows how brain development in children up to age three is influenced by such things as

interaction, touch, stable relationships, safe environments, self-esteem, quality child care, play, communication, music, and reading. (Robert R. McCormick Tribune Foundation) *Call # 305.232 TENT*

Time for Caring: the School's Response. 28 min. 1979. Steps schools can take to protect children from further sexual abuse. *Call# 362.76 TIME*

To Make a Portrait of a Lion. 32 min. 1980. A videotaped record of an extended project in Reggio Emilia in which they make of portrait of a lion. This is useful to see how experiences help the children to express themselves artistically. *Call# 372.210945 TOMA*

Toddler Curriculum: Making Connections. 20 min. 1991. Providing a developmentally appropriate curriculum. *Call# 362.712 TODD*

Tools for Teaching Developmentally Appropriate Practice: The Leading Edge. 4 videos. 184 min. 1998. Designed to teach the key points of the book *Developmentally Appropriate Practice in Early Childhood Education – Revised Edition*. The videotapes communicate the key concepts of good early childhood practice and elements of developmentally appropriate high quality early childhood programs. Recommended for use by people doing child care training and for providers with an understanding of basic principles of child development. This circulates as a set only. *Call# 372.21 TOOL*

Uniqueness of the Early Childhood Profession. 17 min. 1985. Interview with Millie Almy on how early childhood education is different and what skills and preparation are necessary for teaching. *Call# 372.21 UNIQ*

Using the Early Childhood Classroom Observation. 21 min. 1985. How to use the observation instrument with different age groups. Each item is related to accreditation criteria. *Call# 372.21 USING*

Very Practical Guide to Discipline with Young Children Series. 30 min each. 1984. Discussions with Grace Mitchell on how to discipline in positive ways in the child care setting. *Call# 649.64 VERY*

Part 1 - Handling hate, profanity and biting; spanking.

Part 2 - Discipline as providing an example, difficulties with home to child care transition, handling teasing.

Part 3 - Importance of building positive self-concept, the need to understand the why behind behavior, children's needs for time alone, the overuse of "time-out."

Windows on Learning: A Framework for Making Decisions. 17min. 1997. Individual

portfolios, project narratives, observation of the child's development, and individual and group projects are good ways to document and keep track of children's growth and development in the course of their daily activities. Through observation, teachers can gain insights into what children know, what they are learning, and where their interests lie. *Call #305.231 WIND*

What Children Need in Order to Read. 30 min. 1998. Presents what children need to know about reading before first grade, including the letters of the alphabet, the sound structure of language, and the pleasure of books. *Call# 372.4 WHAT*

What Makes a Good Leader. 35 min. 1990. Address given at conference of Association of Child Care Providers. *Call# 158.4 TAYL*

Who Cares for the Children. 60 min. 1988. History of day care in America. Criteria for choosing a center. *Call# 362.712 WHOC*

Whole Child: A Caregiver's Guide to the First Five Years. 12 tapes, 30 min. each. 1997. This series teaches the latest in the fields of child development and child care for the critical years from birth to the age of five. This series is closed captioned for the hearing impaired. *Call# 649.1 WHOL*

Part 1 - It's the Little Things

The importance of an well-ordered and predictable environment.

Part 2 - By Leaps and Bounds

Physical development and appropriate developmental activities, good health practices, and environmental safety.

Part 3 - Babies Are Children, Too

The special concerns when caring for infants in groups and the importance of nurturing care.

Part 4 - Dealing with Feelings

Activities that promote emotional health in family relations, self-expression, and dealing with frustration and stress.

Part 5 - I'm Glad I'm Me

Recognizing children's accomplishments and offering opportunities for individual choice.

Part 6 - Listening to Families

Ways to help families deal with everyday problems and life crises.

Part 7 - Everybody's Special

Working with children who have special educational needs.

Part 8 - Getting Along Together

Childhood social development and ways to enhance a child's social competence.

Part 9 - Building Inner Controls

Guiding children in controlling themselves and finding acceptable ways to express their aggressive feelings.

Part 10 - Respecting Diversity

How prejudice develops and how to respect cultural differences.

Part 11 - Creativity and Play

The relationship of creativity to self-worth and self-expression.

Part 12 - Let's Talk About It

The process of language acquisition and methods for increasing language competence.

Part 13 - Growing Minds

Two approaches to developing mental ability: the conventional approach and what is currently known as *emergent curriculum*.

Whole Language Learning with Jerry Oglan. 26 min. 1990. Role of teacher and parents in language development; using whole language in early childhood classes. *Call# 372.6 OGLA*

Your Children, Our Children Series. 30 min each. 1984. Discusses contemporary issues and problems involving children.

Part 1 - Life and Death. The importance of adequate prenatal care to prevent premature birth, birth defects, retardation and infant death. *Call# 618.24 LIFE*

Part 2 - Subject: Sex. Sex among teenagers.

Part 3 - Child Neglect and Abuse. Abuse can be physical and psychological. Discusses how a school can help abused children and parents. *Call# 362.76 CHIL*

Part 4 - Part-Time Work, Part-Time School. Discusses the trade-offs involved. *Call# 331.2572 PART*

Part 5 - Who Is School For? How special students are treated in two different types of schools. *Call# 371.9 WHOI*

Part 6 - Childcare. Examines need for day care and resultant stress on families. *Call# 362.712 CHIL*

Your Preschool Classroom Computer Center: How Does It Measure Up? 21min.
2001. Managing the computer center well helps ensure that computer experiences are positive. Covers a wide range of topics including safety, appropriate size furniture, allowing children independence, managing children's use, and providing access for disabled and non-English speaking children. *Call # 371.334 YOUR*

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 Using the Early Childhood Classroom Observation

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 Footsteps Series, Part 28 – War and Peace
 Footsteps Series, Part 30 – Pals?
 How Children Learn
 How Young Children Learn to Think: A Discussion with Constance Kamii
 Initiative and Social Relations
 Mister Rogers Talks to Parents About Make-Believe
 Operating the Family Day Care Home Series, Part 2 – Cognition in Children
 Parents Point of View Series, Part 1 – For New Parents
 Parents Point of View Series, Part 11 – Early Language
 Play and Learning
 Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module III, Part 2 – Discoveries of Infancy: Cognitive Development and Learning
 Promoting Wholesome Sibling Relationships
 Rainbow Road Series, Part 3 – Written Language
 Rainbow Road Series, Part 4 – Review
 Read to Me
 Ready for Life
 Right from the Start
 Save the Children

Seeing Infants with New Eyes
 Sensory Play: Constructing Realities
 Ten Things Every Child Needs for the Best Start in Life.
 What Children Need in Order to Read
 Teaching Infants and Toddlers
 Tools for Teaching Developmentally Appropriate Practice: The Leading Edge
 Whole Child: A Caregiver's Guide to the First Five Years
 Whole Language Learning with Jerry Oglan

Contemporary Issues

Your Children, Our Children Series

Culture and Diversity

Caring for Children Series, Part 9 – Enhancing Self-Esteem and Respecting Diversity
 Culture and Education of Young Children
 Developing the Young Bilingual Learner
 Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module IV, Part 1 – Essential Connections: Ten Keys to Culturally Sensitive Child Care
 Whole Child: A Caregiver's Guide to the First Five Years, Part 10 – Respecting Diversity

Curriculum for Early Childhood Programs

Appropriate Curriculum for Young Children
 Creative Curriculum
 Culture and Education of Young Children: A Discussion with Carol Phillips
 Indiana Steps Ahead Child Care Collection: Designing Developmentally Appropriate Days (Also in Spanish)
 Curriculum for Preschool and Kindergarten: A Discussion with Lillian Katz
 Developmentally Appropriate Practice: Children Ages Birth through Five Years
 Developmentally Appropriate Practice Series Part 2 – Curriculum: The Role of the Teacher

 Early Childhood Program: A Place to Learn and Grow – Part 5, An Idea Blossoms: Integrated Curriculum
 Guidance and Discipline Series Part 2 – Curriculum
 Indiana Steps Ahead Child Care Collection: Designing Developmentally Appropriate Days
 Indiana Steps Ahead Child Care Collection Exploring Science and Nature (also in Spanish)
 Infant Curriculum. Great Explorations.

Music Across the Curriculum
 Music Play: Bah-Bah Be-bop, Beethoven
 NAEYC's Position on Developmentally Appropriate Practice
 The Next Step: Including the Infant in the Curriculum
 Setting Sail: An Emergent Curriculum Project
 To Make a Portrait of a Lion
 Toddler Curriculum: Making Connections
 Your Computer Classroom Computer Center: How Does it Measure Up?

Death

Your Children, Our Children Series, Part 1 – Life and Death

Early Childhood Education

Advocates for Better Care Presents Come, Play With Me
 Bettye Caldwell: What is Quality Child Care?
 Block Play: Constructing Realities
 Building Quality Child Care Series
 Caring for Infants and Toddlers: A Discussion with Bettye Caldwell
 Caring for Children Series
 Celebrating Early Childhood Teachers
 Creative Representation
 Developmentally Appropriate Practice Series
 Doing a Self-Study: Why and How
 Don't Call Me Old
 Early Childhood Program: A Place to Learn and Grow Series
 Education of the Young Child: Past, Present and Future
 Environments for Young Children: A Discussion with Elizabeth Prescott
 and Elizabeth Jones
 Guidance and Discipline Series
 How Young Children Learn to Think: A Discussion with Constance
 Kamii
 Indiana Steps Ahead Child Care Collection
 Men: Caring for Young Children
 Message from Loris Malaguzzi
 Mister Rogers Talks to Parents About Day Care
 NAEYC's Position on Developmentally Appropriate Practice
 Nurturing Capability in Children
 Operating the Family Day Care Home Series
 Parents Point of View Series, Part 2 – Your Child's First School
 Experience
 Parents Point of View Series, Part 3 – Choosing Child Care
 Partnerships with Parents
 Play and Learning
 Teaching the Whole Child in the Kindergarten
 Tools for Teaching Developmentally Appropriate Practice: The Leading
 Edge

Uniqueness of the Early Childhood Profession

Using the Early Childhood Classroom Observation

What I Did for Love

Windows on Learning: A Framework for Making Decision

Who Cares for the Children

Whole Language Learning with Jerry Oglan

Your Children, Our Children Series, Part 6 – Childcare

Family Day Care

Family Day Care Rating Scale

How to Start a Family Day Care

Operating the Family Day Care Home Series

Indiana Steps Ahead Child Care Collection: Quality Family Child Care
(also available in Spanish)

Health, Nutrition, Safety

Building Quality Child Care Series, Part, 4 – Health and Safety

Caring for Children Series, Part 8 – Promoting Health, Safety, and
Nutrition

Caring for Our Children Series

Connecting Worlds, Part 6 – Creating Healthy Eating Habits

Footsteps Series, Part 9 – What's Cooking?

Footsteps Series Part 27 – The Tristeros: Pre-op

Helping Young Children Learn to Relax

Holly and Jolly the Safety Clowns

Indiana Steps Ahead Series, Part 9 – Food for Thought: Nutrition and
Children

Let's Take Children for a Safe Ride

Living and Teaching Nutrition

Operating the Family Day Care Home Series, Part 10 – Providing a Safe,
Healthy and Supportive Environment

Operating the Family Day Care Home Series, Part 11 – Nutrition

Parents Point of View Series, Part 5 – Health and Nutrition

Parents Point of View Series, Part 7 – Childhood Safety

Playhouse

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers,
Module II, Part 3 – It's Not Just Routine: Feeding, Diapering, and
Napping Infants and Toddlers.

Safe, Active Play

Safe Playgrounds

Safe Surfacing

Whole Child: A Caregiver's Guide to the First Five Years, Part 2 – By
Leaps and Bounds

Infants and Toddlers

Babynet

Burton White: Babies and Child Care, What to Do

Caring for Infants and Toddlers: A Discussion with Bettye Caldwell

Caring for Children Series, Part 2 – Caring for Infants in Child Care Homes and Centers

Caring for Children Series, Part 3. Caring for Toddlers in Child Care Homes and Centers

Connecting Worlds: Parents and Teachers, Part 13 – Caring for Infants and Toddlers

Footsteps Series, Part 4 – Two to Get Ready

From the Crib to the Classroom

Indiana Steps Ahead Child Care Collection: Cooing, Crying, Cuddling: Infant Brain Development

Infant Curriculum: Great Explorations

Laughing, Learning, Loving: Toddler Brain Development

The Next Step: Including the Infant in the Curriculum

Parents Point of View Series, Part 1 – For New Parents

Parents Point of View Series, Part 11 – Early Language

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module

I

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module II

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module III

Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module IV

Right from the Start

Seeing Infants with New Eyes

Teaching Infants and Toddlers

Toddler Curriculum: Making Connections

Whole Child: A Caregiver's Guide to the First Five Years, Part 3- Babies are Children Too

Language

Early Messages: Facilitating Language Development and Communication Language and Literacy

Leadership

Early Childhood Program: A Place to Learn and Grow – Part 8, Seeds of Change: Leadership and Staff Development

What Makes a Good Leader

Parent-Teacher Relationship

Building Quality Care Series, Part 2 - Relationships
 Caring for Children Series, Part 11 – Building a Partnership with Parents
 Connecting Worlds: Parents and Teachers Series
 Developmentally Appropriate Practice Series, Part 3 – Partnerships with Parents
 Early Childhood Program: A Place to Learn and Grow, Part 7- Cultivating Roots: Home/School Partnerships
 Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers, Module IV, Part 2 – Protective Urges: Working with the Feelings of Parents and Caregivers
 Partnerships with Parents

Parenting

Active Parenting Discussion Program
 Active Parenting Series
 Black Parenting
 Footsteps Series
 Little Beginnings: The First Five Years
 Mister Rogers Talks to Parents Series
 Parents Point of View Series
 Problems Parents Face: Conversations with Dr. Lee Salk
 Promises for Parents: A Good Beginning for Children
 Promoting Wholesome Sibling Relationships
 Right from the Start
 When Children Talk Back – Listen
 Who Cares for the Children

Play

Block Play: Constructing Realities
 Early Childhood Program: A Place to Learn and Grow, Part 4 - Play: The Seeds of Learning
 Indiana Steps Ahead Child Care Collection – Dramatic Play: More Than Playing House. Also available in Spanish
 Indiana Steps Ahead Child Care Collection – New Games for a Child Care Setting
 Indiana Steps Ahead Child Care Collection – Structured Play: Gross Motor Activities for Every Day
 Play and Learning
 Safe, Active Play
 Sensory Play: Constructing Realities
 Whole Child: A Caregiver's Guide to the First Five Years, Part 11 – Creativity and Play

Reading Readiness/Reading to Children

Art of Storytelling Series
 Born to Read
 Born to Succeed
 Calico Pie Series, Part 1 – Language: Stories with Young Children
 Calico Pie Series, Part 2 – Language: Puppets for Young Children
 Connecting Worlds Series, Part 1- Beyond Once Upon a Time
 From the Crib to the Classroom
 Indiana Steps Ahead Child Care Collection: Far Ago and Long Away
 Innovative Storytelling
 Language and Literacy
 Making Friends with Books
 Operating the Family Day Care Home Series, Part 3 – Language Skills
 Parents Point of View Series, Part 13 – Family Literacy
 Parents Point of View Series, Part 14 – Family Literacy II
 Rainbow Road Series
 Read Aloud Now
 Read to Me
 Read to Someone You Love
 Reading and Young Children: A Discussion with Jan McCarthy
 Reading and Young Children: A Practical Guide for Childcare Providers
 Sharing Books with Young Children
 What Children Need in Order to Read

Room and Space Arrangement

Calico Pie, Part 15 – Room Arrangement
 Caring for Children, Part 7 – Preparing Environments for Children in
 Child Care Homes and Centers
 Early Childhood Program: A Place to Learn and Grow, Part 13 – Places to
 Grow: The Learning Environment
 Environments for Young Children: A Discussion with Elizabeth Prescott
 and Elizabeth Jones.
 New Room Arrangement as a Teaching Strategy
 Program for Infant/Toddler Caregivers: Infant/Toddler Caregivers Module
 II, Part 2 – Space to Grow; Creating a Child Care Environment for
 Infants and Toddlers.
 Whole Child: A Caregiver's Guide to the First Five Years. Part 1 – It's the
 Little Things

School Age Child Care

Caring for Our Children Series, Part 5 – Caring for School-Agers in Child
 Care Homes and Centers
 Indiana Steps Ahead Child Care Collection– Before and After School:
 Creative Experiences(Also available in Spanish)
 Quality Child Care for School Age Children

Sex Education

Your Children, Our Children Series, Part 2 – Subject: Sex

Special Needs Children

Attention Disorders: The School's Vital Role

Babynet

Child Care and Children with Special Needs

Connecting Worlds: Parents and Teachers Series, Part 11 – What Children Tell Us

Footsteps Series, Part 20 – I'll Dance at Your Wedding

Indiana Steps Ahead Child Care Collection – Variety is the Spice: Early Childhood Intervention in Natural Environments

Whole Child: A Caregiver's Guide to the First Five Years, Part 7 – Everybody's Special

Your Children, Our Children Series, Part 5 – Who Is School For?

Stress Management

Helping Young Children Learn to Relax

Indiana Steps Ahead Child Care Collection – First Moves: Welcoming a Child to a New Caregiving Situation

Stress Without Distress

SPANISH LANGUAGE VIDEOTAPES

See descriptions under “Indiana Steps Ahead Child Care Collection”

Planeando días apropiados para el desarrollo,

Pintando un cuadro positivo [videorecording] : el manejo de comportamiento /

Juegos nuevos para los centros de cuidados de' niño

Haga la diferencia!

Explorando la ciencia y la naturaleza [videorecording] / producer, Sally Schenck.

Experiencias creativas para antes y después de la escuela

El juego dramático [videorecording] : más que jugar a las

Cuidado de calidad para los

The Early Childhood Teacher Resource Collection:

Books at the Public Library for Teachers of Young Children

These books for child care staff on early childhood development and education can be borrowed from public libraries in every county. They are not available from the South Carolina State Library. These collections were developed as a cooperative project of the South Carolina State Library and public libraries.

County headquarters public libraries should have all titles on the list.

+ Large branch public libraries should have all these titles.

*** Small branch public libraries and bookmobiles should have all these titles.**

Branches and bookmobiles can borrow any of the books from the headquarters library for your use.

Book List

Activities for School-Age Child Care: Playing and Learning, by B. Blakley. *+

Ideas for many creative things to do with children in afterschool programs.

The Basic Guide to Family Child Care Record Keeping, by Tom Copeland. +

How to keep good financial records and know what is tax deductible.

The Block Book, edited by Elizabeth S. Hirsch.

Shows how blocks can help children build foundations in science, math, social studies and dramatic play.

The Busy Classroom: A Preschool Teacher's Monthly Book of Creative Activities, by Patty Claycomb. +

Creative learning activities for three- and four-year-olds.

Caring Spaces, Learning Places: Children's Environments That Work, by Jim Greenman.

How to plan spaces that encourage children's development.

The Complete Learning Center Book, by Rebecca Isbell.

All you need to know about setting up learning centers including suggested materials and books.

The Complete School-Age Child Care Center Resource Kit: Practical Guidelines, Materials, and Activities, by Abby Bergman and William Green.

Includes tips for administering programs, establishing routines, and dealing with homework, as well as suggesting activities.

The Creative Curriculum for Early Childhood, by Diane Trister Dodge and Laura Colker.

A detailed guide for using a curriculum that helps children learn through the use of interest areas.

The Creative Curriculum for Family Child Care, by Diane Trister Dodge and Laura Colker.

Explains how to organize a home environment, establish schedules, manage multi-age groups, guide behavior and help children learn through play.

The Creative Curriculum for Infants and Toddlers, by Ann Laura Dombro, Diane Trister Dodge and Laura Colker.

Explains how to foster early learning through routine activities and how to communicate with parents. Recommended for both home and center-based caregivers.

The Crisis Manual for Early Childhood Teachers: How to Handle the Really Difficult Problems, by Karen Miller. +

Dealing with problems in the child care center such as child abuse, serious illness or death in the family, divorce or violence.

Cup Cooking: Individual Child Portion Picture Recipes, by Barbara Johnson. +

A handy little book of picture recipes young children can make themselves.

Developmentally Appropriate Practice in Early Childhood Programs, edited by Sue Bredekamp and Carol Copple.

Uses real life examples to explain the difference between appropriate and inappropriate activities for preschoolers of various ages.

Emergent Curriculum, by Elizabeth Jones and John Nimbi.

A look at how one center uses teacher interaction and observation to develop curriculum and activities during the year.

Environment Rating Scales, by Thelma Harms.

Early Childhood Environment Rating Scale.

Family Day Care Environment Rating Scale.

Infant/Toddler Environment Rating Scale.

Simple tools for providers to use to evaluate the quality of their programs, showing both strengths and pointing out where improvements are needed.

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have, by Sharon MacDonald. +

Over 150 creative activities to help young children build a foundation in math and science.

Family Child Care Contracts and Policies: How to be Businesslike in a Caring Profession, by Tom Copeland. +

Explains why written parent-caregiver agreements are valuable, provides samples and shows how to make and enforce policies.

Family-Friendly Communication for Early Childhood Programs, edited by P. Diffily and K. Morrison.

Provides short articles to use or adapt about what is happening in child care for use in newsletters, parent handouts, bulletin boards, etc.

Finger Frolics, by Liz Cromwell and Dixie Hibner. *+

A large selection of fingerplays that will relate to many different activities.

Games to Play with Toddlers, by Jackie Silberg. +

Simple, imaginative games arranged by type of game and age level.

A Guide to Discipline, by Jeannette Galambos Stone. *+

A short, simple guide to the basics of positive discipline in a child care setting.

Jump for Joy! Over 375 Creative Movement Activities for Young Children, by Mary K. Thompson. +

Activities with large and small balls, hula hoops, bean bags and other toys plus large movement, stretching, and rhythm and dance activities.

Making Home-Based Child Care Work for You, by Holly McDonough-Abunassar. *+

A general guide for both parents and providers about the business, curriculum and overall atmosphere of the family child care home.

Math Arts: Exploring Math through Art for 3 to 6 Year Olds, by MaryAnn F. Kohn and Cindy Gainer. +

Suggests a variety of creative art activities to introduce basic math concepts.

More Mudpies to Magnets, by Elizabeth Sherwood. +

Science activities for children ages three to five.

More Story Stretchers, by Shirley C. Raines and Robert J. Canady. +

Art, science, drama, math and more to extend children's book experiences.

More Than Counting: Whole Math Activities for Preschool and Kindergarten, by Sally Moomaw and Brenda Hieronymus. *+
Explains the idea of whole math and suggests math activities.

More Than Magnets: Exploring the Wonders of Science in Preschool and Kindergarten, by Sally Moomaw and Brenda Hieronymus. *+
Simple, interesting activities to introduce and build science concepts.

More than Singing: Discovering Music in Preschool and Kindergarten, by Sally Moomaw. *+
Explains why music is important in child development and provides songs and music-related activities.

More Toddlers Together: The Complete Planning Guide for a Toddler Curriculum. Vol. 2, by Cynthia Catlin. +
Curriculum and activity ideas on a variety of subjects.

Mud, Sand and Water, by D.M. Hill. +
A short, simple guide to extend children's learning using these common materials.

Mudpies to Magnets: A Preschool Science Curriculum, by Robert Williams. +
Creative science activities, using common materials and toys, help young children learn to enjoy science.

Mudworks: Creative Clay, Dough and Modeling Experiences for Children, by MaryAnn Kohl. *+
Introduces a variety of homemade doughs, clays and other modeling materials for creative play and art activities.

The Outside Play and Learning Book, by Karen Miller.
Explains the importance of outdoor play and gives ideas for science, building, art and other activities to do outside.

Places and Spaces for Preschool and Primary (Indoors), by Jeanne Vergeront. +
Shows how to arrange rooms to encourage learning and gives instructions on making activity clusters, storage space, soft spaces and more.

Places and Spaces for Preschool and Primary (Outdoors), by Jeanne Vergeront. +
Shows how to design play structures for efficiency, safety and play enjoyment.

Planning Around Children's Interests: The Teacher's Idea Book, by Michelle Graves. +
Ideas developed from observing children's play.

Practical Solutions to Practically Every Problem: The Early Childhood Teacher's Manual, by Steffen Saifer.

Helpful advice on dealing with a variety of classroom and behavior problems teachers face every day.

Preschool Art: It's the Process, Not the Product, by MaryAnn Kohl. *+

Ideas to help children explore art materials through creative activities.

Prime Times: A Handbook for Excellence in Infant and Toddler Programs, by James. T. Greenman.

A complete guide for running a home or center-based program.

The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development, by M. B. Bronson. *+

Suggests appropriate toys and learning materials for each age group within a child care center.

Setting Up for Infant/Toddler Care: Guidelines for Centers and Family Child Care Homes, by Annabelle Goodwin and Lorraine Schrag. *+

Practical advice on running a program for very young children.

Squish, Sort, Paint and Build: Over 200 Easy Learning Center Activities, by Sharon MacDonald.

Easy ideas using everyday materials for the art, block, construction, music, science and other learning centers.

Story Stretchers: Activities to Expand Children's Favorite Books, by Shirley C. Raines and Robert J. Canady. *+

Ideas for activities to use with some favorite children's books.

Teaching Preschoolers—It Looks Like This—In Pictures, by Jeannette G. Stone. *+

With few words and a lot of pictures, this shows what a good child care program should look like.

300 Three Minute Games: Quick and Easy Activities for 2-5 Year Olds, by Jackie Silberg.

Fingerplays and simple, short activities for home or school.

Tips and Tidbits: A Book for Family Day Care Providers, by J. Gonzales-Mena. *+

Basic information about helping children learn in the family child care setting.

Toddlers Together: The Complete Planning Guide for a Toddler Curriculum, by Cynthia Catlin. *+

Creative learning activities for children ages one and two.

Using Children's Books in Preschool Settings: A How-To-Do-It Manual, by Steven

Herb and Sara Willoughby-Herb.

Explains why reading to children is important and shows how to make books an integral part of daily activities.

A Very Practical Guide to Discipline with Young Children, by Grace Mitchell. +

The basics of positive discipline are explained using examples from both homes and child care centers.

Woodworking for Young Children, by Patsy Skeen.

Learn how to introduce children to woodworking in a child care center.

Note: In Dorchester County, the complete book collection is located at the Summerville library.

*This project was funded through a Library Services and Technology Act (PL104-208) grant, administered by **The South Carolina State Library**.*